



View in oldest section of the capital of Colombia, known as Santa Fe de Bogota.

• • •  
The Ninth International Conference of American States is meeting in Bogota this month.

APRIL 1948

# THE AMERICAN TEACHER

## Meeting of AFL Executive Council

Excerpts from resolutions adopted by the Executive Council of the American Federation of Labor meeting in Miami, Florida.

### The European Recovery Plan

**A**POLOGISTS for Soviet policy in this country assert that "misunderstandings" between Russia and America develop from the fact that we speak different languages. That is true, in a broad sense. Russia is talking the language of war; while we have been talking only in terms of peace. . . . Through the Marshall Plan we hope to rebuild the economy of the free nations of Europe to a self-sustaining basis, thus permitting their people to retain their political freedom and national security. . . . From the beginning, the American Federation of Labor has wholeheartedly supported the Marshall Plan. We now reaffirm our faith in its basic wisdom and peaceful purposes.

### The Taft-Hartley Law

America is now experiencing a lull before the storm. When the present collective bargaining contracts expire, the most difficult period in the history of labor relations in this country threatens to ensue. . . . We know that labor can not live and

endure under the Taft-Hartley Act and that the basic policy of its sponsors is to stifle progress in America.

Therefore, the Executive Council of the AFL hereby reemphasizes its determination to carry on the fight against the Taft-Hartley Act until it is repealed and to campaign against the sponsors and supporters until they are defeated. . . . We are confident that these goals can be achieved in the 1948 elections and that our government will receive an unmistakable mandate to go forward to greater progress and not backward to reaction and oppression.

### Universal Military Training

The Council did not change the AFL position against universal military training, as incorrectly reported by some newspapers.

### Inflation

Today the free enterprise system is on trial. . . . In our opinion, the policies of the National Association of Manufacturers will destroy the free enterprise system more surely

and more quickly than any conceivable attack from the outside. . . . We call upon Congress to disavow the reactionary influence of the NAM and take up its duty of arresting the price spiral from the point of view of the great mass of American consumers. . . . The Executive Council strongly urges this minimum program of immediate action:

1. A sweeping congressional investigation into the vast and unjustified spread between the price the farmers receive for their product and the price consumers are forced to pay for food at the retail level. This spread frequently ranges from 100 to 200 per cent.

2. Enactment of an excess profits tax to discourage indiscriminate profiteering.

3. Grant of authority to the president to impose rationing and selective price controls on vital necessities which threaten to fall into short supply.

4. Extension of rent control, under terms which will permit fair returns to owners of homes and buildings.

### WFTU Near Split

**I**N 1945, upon the initiative of the British Trades Union Congress, there was formed the World Federation of Trade Unions. The Russian Trade Unions and the unions of the satellite countries constituted a near majority of the membership. The American Federation of Labor, by Executive Council and Convention action, rejected invitations to join the newly formed federation. The refusal to affiliate was based on the conviction that an organization which includes state-controlled unions such as the trade unions of the USSR and the Soviet-controlled nations would be a "caricature" of a federation. The AFL was, and is, ready to join with the free and bona fide trade unions of the world. There was the added fear that the USSR would dominate the WFTU in spite of apparent constitutional safeguards.

The fears of Communist control are being substantiated. Last November, the CIO, an affiliate, and

the British Trades Union Congress brought up the European Recovery Plan before the Executive Bureau for consideration. It was decided to submit the matter for discussion and action to a conference of the trade union secretariat by mid-January and to a meeting of the Executive Bureau of the WFTU before the end of February. However, after the General Secretary Louis Saillant conferred with V. V. Kuznetsov, head of the Central Council of Soviet Trade Unions, the Secretariat announced that the meetings would be postponed.

Arthur Deakin, secretary of the British Trades Union Congress and President of the WFTU, has voiced strong protest at the contravention of the Executive Bureau's decision. In his statement to Louis Saillant, he says: "If, therefore, the position is now that the WFTU is to be merely a political body dealing only with those questions acceptable to

the USSR, we know where we stand. . . . In other words, if there is to be a line-up of those national centers accepting the policy laid down by the Cominform against those who don't, then this decision must be regarded as a reversal of the policy laid down in London and Paris Conferences of the WFTU which sought to establish world trade union unity on the broadest possible basis of mutual aid."

The AFL International Labor Relations Committee announced that the AFL endorsed the conference of trade union representatives of 16 European nations that met in London last month to organize support of the ERP (Marshall Plan). The British Trades Union Congress and the anti-Communist unions of France under the leadership of Leon Jouhaux (member of the WFTU Executive Bureau) supported this conference.

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# The American Teacher

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## PAN AMERICAN DAY—APRIL 14

Theme: *The Americas Must Serve Mankind*

WHEN Pan American Day is observed this year, the Ninth International Conference of American States will be in session at Bogota, Colombia. Here will be drawn up the charter of the Pan American System. This charter will summarize the fundamental principles of the System, set forth the reasons for its existence, and explain its objective.

"Entities that have been functioning without interruption for the last fifty-eight years will now see their specific orbits defined, their precise relationships to each other fixed, their scope of work delimited and often amplified," said Dr. Alberto Lleras, Director General of the Pan American Union. "At the same time, all the efforts put forth to solve controversies and conflicts between the American states will now culminate in a single treaty, which will consecrate those procedures that have proven their worth and will guarantee that any future conflict will be settled by pacific means."

Pan American Day has become one of the significant anniversaries of the Continent. Its purpose is to emphasize the unity and solidarity of the nations of the Western Hemisphere. It is the only day set apart by the governments of an entire continent to symbolize their common bonds and their common hopes for a system of international relations based on mutual respect and cooperation. The observance of Pan American Day by government leaders, as well as by educational institutions, clubs, commercial associations and other groups, and its recognition by the press and radio, convey its message of solidarity to young and old throughout the Continent. It has become a powerful agent in bringing about a closer understanding among the nations of the Western Hemisphere.

The theme for 1948—the eighteenth annual observance of the Day—is:

THE AMERICAS MUST SERVE MANKIND



# They Liked the AFT Workshop— So Would You

Comments by teachers who attended the AFT Vacation Workshop in 1947

## *Tulsa, Oklahoma—Local 712*

The personal contacts made at the Workshop, the total picture obtained from direct discussion with people representing other schools is far more potent than any amount of printed material which might be sent out to the locals. I am not only amazed at the amount of the help I have received on concrete problems but also feel that I have had a psychological "shot in the arm." Incidentally, there are absolutely no words to describe a "bull session" at the Workshop!—MARY BRENT

## *New York City—Local 2*

I firmly believe that a set-up similar to the one at the Wisconsin School for Workers should be instituted in many more localities throughout the country. It is a rare treat, indeed, to be able to combine an intensive study of the workings of unions and democratic procedures both in and out of the classroom, with an excellent recreational program.—MILDRED GEBNER

## *Kansas City, Kansas—Local 800*

The AFT Workshop has given me an opportunity to meet teachers from other locals. In my association with them for two weeks, I have learned about many problems that may arise in my local in the future. Besides, the vacation offered is enjoyable. Food and lodging are excellent, and well planned recreation is provided. Every local should send one or more delegates to the Workshop.—LAUREN L. PLUMMER

## *Cleveland, Ohio—Local 279*

I came to the Workshop with a desire to learn about the relationship among the various labor groups, as well as to learn about the AFT. Would it be possible to have such inter-study groups next year?—T. H. LEVINS

## *Toledo, Ohio—Local 250*

The AFT Workshop has proved very stimulating to me. I feel confident that the American Federation of Teachers constitutes the only real "live wire" and alert group of teachers in this country. We try to practice democracy and not merely give lip service to the term. More teachers should attend the University of Wisconsin School for Workers.—PAULINE E. BURTON

## *New Britain, Connecticut—Local 871*

Professor Perlman's course was just what I needed as a high school teacher of modern and American history, and as a citizen.—IONE D. PROCTOR

## *Chicago, Illinois—Local 1*

The opportunity to combine study and pleasure has led me for the second time to attend the Workshop at Madison.—LILLIAN J. SCHMIDT

## *St. Paul, Minnesota—Local 28*

I believe that if teachers had more opportunities such as the Summer School for Workers affords, for mingling with other worker groups and exchanging views on mutual problems, the school and community would be more united.—ELIZABETH S. BAKER

## *Minneapolis, Minnesota—Local 59*

The Workers' School has broadened my horizons over the wide field of labor problems. This has happened not only through the exchange of ideas with those of my own group but also through my contacts with members of the UAW and the ILGWU. From that point I hope to go on to be a more useful member in my organization, working with greater effectiveness because I have a better understanding of labor as a whole.—SOPHIE ALBINSON

## *Rochester, New York—Local 616*

It is a workshop for the exchange of valuable ideas and useful procedures. "Know-how" proceeds from trial and error born of experience. Teachers' unions can't afford to make or repeat mistakes. It is so valuable that I plan to return, bringing another member from my state.—E. S. SMITH

## *Washington, D.C.—Local 27*

The AFT Workshop has enabled me to see the importance of close cooperation and understanding between teachers' unions and organized labor at large.—THELMA M. RAYMOND

## *Newark, New Jersey—Local 481*

Coming in contact with our own AFT leaders and the members of other locals throughout the U.S.A. gives one a much broader view of what is really taking place in the educational world throughout our country.—CELIA F. ROHRBERG

## *Melvindale, Michigan—Local 231*

I have found the exchange of experiences—both successes and failures—with other locals extremely stimulating.—ANNETTA NICHOLSON

## *New York City—Local 2*

I was delighted with the School for Workers. It was inspiring to meet people from many parts of the country and from many kinds of jobs and to realize that they were all interested in "democracy in education and education for democracy."—MARIAN KILCOIN

## *St. Paul, Minnesota—Local 28*

The Summer School for Workers is valuable because in meeting members from so many locals and listening to all their problems, one feels a glow of pride in his own local's accomplishments in some phases, but definite need for improvement in others.—HELEN HARVEY

## *New York City—Local 2*

Shop talk? Let's not kid ourselves! You know we really love it. Hour after hour of class work at the Wisconsin School for Workers leaves us hungry for "bull sessions" at which we throw around our ideas on how to win everything from the approval of St. Peter to the voters of St. Paul.—C. R. FORBES

## *Minneapolis, Minnesota—Local 59*

The meeting of minds from all sections of American Labor is an inspiration to anyone.—V. BRUGGER





● The cheerfulness and good fellowship which pervade the AFT summer workshops are reflected in the faces of these AFT members who attended the 1947 sessions at Madison.

## Stimulating Study and Recreation Combined at AFT Vacation Workshops

**F**ROM several standpoints, the 1948 AFT Vacation Workshop, to be held at the University of Wisconsin School for Workers, should be even more effective than those held in the past. First of all, it follows, rather than precedes the convention, an arrangement which not only gives people who are on their way back from that gathering an opportunity to participate, but also enables them to use the decisions and policies formulated at the convention as a basis for discussions of the most pressing problems confronting teachers in America.

Secondly, it should permit a large number of members who may be unable to attend the convention to derive considerable stimulation from contacts with those discussion leaders and students who did have an opportunity to attend the annual AFT legislative sessions.

While arrangements are not as yet complete, Director Ernest Schwarztrauber of the School for Workers states that the 1948 Workshop will provide the usual high standards in leadership for the two-week session. The May issue of the *AMERICAN TEACHER* will carry a complete summary of the proposed activities for the Workshop, along with the names of those who will head the various groups.

### Madison Ideally Located for Workshop

Located on the shores of beautiful Lake Mendota, the University of Wisconsin offers an ideal setting for a summer workshop of this nature. Situated on an isthmus between two lakes—Monona and Mendota—the Wisconsin campus is famous throughout the land for its beauty and is among the most popular with those who



● Villa Maria, where some of the students attending the AFT Workshop at Madison are housed.

carry on academic work during the summer months. Swimming, boating, canoeing, golfing, hiking—in fact every activity usually associated with a summer vacation—are available to members of the campus summer family. A private swimming pier for the exclusive use of the occupants of the School for Workers dormitory will be available to Workshop students at all times.

In addition, the attractions offered by the summer session of the University add much to the variety of activities that may be enjoyed. These are not only of a recreational nature but include many entertainment and cultural activities as well. Besides the series of plays offered by the famous Wisconsin Players during the summer session, there are concerts, recitals, lectures, and every conceivable kind of activity associated with a university campus. All are available to Workshop students on the same basis as the regular full-time summer session students.

The little city of Madison is located in a section of Wisconsin that is rich in history as well as blessed with some of the most beautiful scenery in the entire state and in the midwest area. Many points of historical interest are located within easy drives. The famous Shot Tower

State Park, with its two hundred foot shaft drilled into the sandstone by the early pioneers for the dropping of lead to make shot for their muskets, is but one of many. On the way to this scenic and historic spot, one may visit Taliesin, famed school of architecture founded and still headed by Frank Lloyd Wright. Further to the west, at the confluence of the Wisconsin and Mississippi Rivers, Blackhawk State Park with the mighty and majestic statue of the great Wisconsin Indian warrior, Chief Blackhawk, draws thousands of visitors each year. And right on the campus, amid the buildings of the University, one may see plaques indicating the very spots where the Winnebago chieftain resisted the advance of the white men. Centuries before, pre-historic Indian tribes, predecessors of the Winnebagos, left their effigy mounds as reminders that they, too, enjoyed the beauty of the high hills adjoining Madison's four lakes. Several of these are located within a stone's throw of the university buildings on the "Hill."

Wisconsin Dells, with its lofty pine-covered battlements forming the banks of the mighty Wisconsin, is a mecca for hundreds of thousands of tourists each year who come to enjoy the

scenery as well as the colorful Indian ceremonials. Further to the north, spared by the glaciers of the Ice Age, lies a veritable wonderland of rock formations spelling out with their mesas and buttes the story of the ageless battle of the rocks against wind and weather.

### **Comfortable Accommodations at Reasonable Cost**

The AFT Vacation Workshop will afford the most comfortable accommodations possible at a reasonable cost. Students will be housed in quarters that serve as a women's dormitory during the regular school year. Meals will be served in the dormitory dining room for the students in the School for Workers, thus eliminating the problem of crowds and waiting in line. Meals are

planned as far as possible to suit the needs of the particular group in attendance, and are prepared and served by the same staff that serves the regular university students during the school year.

Unless there are drastic changes in prices, the cost for the two-week period will be \$70.00. This includes board, room, tuition and other incidental expenses. The dates of the 1948 Vacation Workshop are August 8 to 20.

\* \* \*

The May issue of the *AMERICAN TEACHER* will include further details concerning the Madison workshop, and also an article describing the AFT workshop to be held at **Estes Park, Colorado, July 12 through 17, immediately following the AFT convention at Glenwood Springs, Colorado.**

## **From** *"Goals for American Education"*

Written for the AFT Commission on Educational Reconstruction

By

**LESTER A. KIRKENDALL   IRVIN R. KUENZLI   FLOYD W. REEVES**

### *The Role of Teachers' Organizations*

The teachers should be organized, and should select representatives to negotiate with the administrative officers. The teachers should have the right to approve, disapprove, or suggest modification of policy recommendations made by the superintendent and to advance policies desired by the teaching staff. In case of disagreement between superintendent and teachers on policy matters, a compromise and understanding between them should be sought. In case no understanding can be reached, representatives of the teachers should be authorized to carry their case directly to the board of education. In any democratically organized school, teachers' representatives should always have direct access to the board so that the faculty viewpoint may be presented directly to the board on important matters of educational policy on which the faculty and the administration cannot agree. The decision of the board in matters of school policy is, of course, final except as the people in a free election may approve or repudiate the policies of the board. In case the board is appointed rather than elected the teachers may appeal to the official or agency responsible for the appointment.

\* \* \* \* \*

One of the most unethical and undemocratic of all procedures—a procedure followed in many schools from coast to coast—is that of bringing pressure upon teachers to join teachers' organiza-

tions not of their own choosing. Superintendents of schools often "recommend" that teachers join certain professional organizations. In some cases this "recommendation" amounts practically to a dictum and pressures are brought to bear that the ordinary teacher is almost powerless to combat. A bulletin may be included with the pay check suggesting that part of the check be used to pay dues in these organizations. Teachers may be publicly embarrassed by being singled out as the ones who prevent 100 per cent affiliation with the organization or the suggestion may be made that someone else is having to bear the burden of their dues. Many of these associations are in reality a sort of company union controlled by the school authorities.

### *The Role of the Superintendent*

A redefinition of the role of the superintendent of schools is particularly important. The superintendent must regard himself as having a liaison relationship between the board of education and the teachers. As a professional leader and the executive officer of the board, he has the right and the obligation to recommend policies to the board for adoption and to execute the policies it determines to be desirable. But he should also serve as the executive officer of the faculty, executing the educational policies determined by the faculty, or a representative committee of the faculty, within the broad limits designated by the board.



# Teacher Rating and Teacher Morale

By REBECCA SIMONSON

Mrs. Simonson, President of the New York Teachers Guild, AFT Local No. 2, is also an AFT vice-president

**T**HERE is a surprising lack of imagination in projecting a system of merit rating for teachers. Only those removed from the realities of a school can fail to see the demoralization which is bound to develop in the staff as a result of such a system. Teacher would compete against teacher. Administrators would play one against the other, deliberately or inadvertently. It would breed suspicion and rivalry where cooperation should serve our common purpose—the happy, efficient school.

The avowed purpose for instituting a merit system of ratings is to raise the standards of the teaching profession. The AFT is as ambitious as any to promote professional growth but it knows, because it speaks out of the first-hand experience of classroom teachers, that arbitrary, subjective standards can only depress the teacher, making him a less dignified and less important individual. That is hardly the approach to the problem of developing inspirational teachers at a trying moment in history, when we should be making every effort to maintain a free society, appreciative of the dignity of man.

We ask ourselves what it is that is wrong with our profession. There is the readily recognized lack of preparation and equipment of thousands of sub-standard teachers on emergency licenses. There are the many who have not kept up with recent changes and developments. And there is the need for raising standards for incoming teachers. All this can be remedied without too much difficulty. The country has plenty of teacher-training courses, and boards of education can see to it that courses are given and taken.

What they can't manage so readily is to excite an interest among those not yet committed to teaching. Neither can they transform, under present conditions, learning and study into vital creative and artistic performance. Interest, the essence of fine performance, cannot be produced on demand. It does not respond to bullying or bludgeoning. It will not come out of an intensification of old-fashioned supervision, a system of rewards and punishments, "a merit system."

All this is now seriously deplored in the teacher-child relationship.

What is wrong with our profession is the timidity and obsequiousness which has been carefully bred and cultivated in teachers until they find themselves inadequate to the vital tasks that face them. It is not enough to know what to do and how to do it. It takes more courage than many have to buck the arbitrary, narrow supervision under which they work. Courage, strength, and experimentation come out of free exercise and performance, luxuries which are rare in traditional administration.

Professional growth will come out of shared responsibility. Recognition of the teacher's judgment and experience will do more to produce interest and initiative than can the best precepts from supervisors. Participation has more to offer in this situation than the most intensive course. It is futile for administrators to decry the shortcomings of teachers. Teachers are immune by now to recitals of their faults at conferences. It is a sad commentary on the average supervisor that his responsibility is evidenced chiefly in destructive criticism. Imagine new teachers, fresh and ambitious, coming into the stuffy atmosphere of many of our schools. How long can their enthusiasm last?

When the vast majority of practicing teachers experience respect and appreciation, the profession will take on more dignity and importance, which in turn will attract fine young people who at present are not drawn into our ranks.

At the core of the problem of professional growth is democratization of supervision and administration. Free participation and frank discussion will give teachers full opportunity to develop.

The proposed "merit rating," which appeals to competition with one's colleagues and which encourages courting the good graces of the supervisor can only serve to defeat the objectives for which, presumably, "merit ratings" have been proposed.

# Subjective Rating of Teachers

By MARY HERRICK, Publicity Chairman, Local 1, Chicago

**I**N THE light of fourteen years of experience with political promotions in Chicago's schools, and with years of open discrimination against union teachers by politically sponsored administrators, the Chicago Teachers Union would oppose to the last ditch any salary system based on subjective rating.

The union took five cases to court to bring into question the oral part of the 1937 principals' examinations, because the union felt convinced that the subjective rating of candidates had been used to pass persons whom the administration or the school board favored and to fail those of whom they disapproved for personal or political reasons. The cases were lost on technicalities, although no statement of fact alleged by the union was ever disproved. One of the district superintendents who was present at the oral examinations signed an affidavit stating that the examinations were "fixed." This affidavit was accepted as evidence by the courts.

In view of the kind of "subjective rating" for promotion that we have seen in Chicago, it would be difficult to convince the majority of Chicago's teachers that extraneous political and personal influences would not color the judgments on "merit." We have lived too long and seen too much!

While there has been no proposal to adjust the salary schedules of Chicago's teachers through subjective rating procedures, some parts of the country are less fortunate. It is possible that the study prepared in 1940 by the education committee of the Chicago Teachers Union may contain arguments useful in preventing the adoption of subjective rating systems in places where such a threat exists.

The rating system which is the subject of this study is not used as a basis for salaries, but it does weight the chances of promotion. The Chicago Teachers Union would oppose a system under which salaries are based on rating even more vigorously than it has heretofore criticized the existing system.

Excerpts from this study, which was adopted by the Chicago local's House of Representatives, follow:

## Difficulties in Selecting and Evaluating Rating Data

The theory of teacher rating assumes that teacher performance should be formally rated and graded because that procedure has these desirable results: (a) prevention of teachers from slumping into poor or indifferent service; (b) stimulation of teachers to improve the quality of their services; (c) provision of a fair basis for making promotions of teachers. Hence the theory must assume that close distinctions should be made between merit levels in teacher performance. In most practical cases it uses at least four such levels, and some rating enthusiasts have even argued for five.

Your Committee admits the plausibility of this theory—as a theory. Doubtless it could be administered justly by an omnipotent and wholly impersonal being who could be in many places at the same time, but in the hands of mere men and women it breaks down in practice, in spite of their highest intentions and best efforts. Chicago principals desire to rate their teachers fairly, but that task is, in the circumstances, an impossible one. It is, we believe, a common consent among them that teacher rating should not rest upon mere vague impressions. When, however, an attempt is made to select and define specific items for a rating scale the would-be evaluator finds himself entangled in such a complexity of intangible and indefinite factors that he cannot give particular weights to all of them, or even feel sure of the fairness of the weights he does assign. Exactly what, for example, is the difference between a teaching performance which should be rated "Superior" and one which should be rated "Excellent," or between "Excellent" and "Satisfactory"? Even among supporters of the rating theory there is no common agreement on either the number or the character of the items which should make up a fair rating scale, to say nothing of agreement upon the weight to be assigned to each item.

## Difficulties and Effects of Gathering Rating Data

Even if the data necessary for making fine distinctions among teaching performances could be agreed upon and weighed through a reasonably accurate scale, the process of gathering such data is apt to deteriorate the teaching service. The most authentic means to such data consists of visits to classes by the rating officials. But any fair and accurate rating scale must of necessity contain a considerable number of items—probably not less than ten on classroom performance alone—if fine-distinction ratings are to approximate fairness. It seems highly unlikely that a fair measure of a teacher against all of these items—assuming that such a measure would be possible under any circumstances—could be made from any one visit to her classes, or even from two or three such visits. On such a scale, a conscientious supervisor could hardly feel satisfied with less than five full-period visits, at suitable intervals, to each teacher each semester. But what principal can give the time necessary for such inspection as this? On that basis a

school of only 30 teachers would require 150 such visits, while a school of 100 teachers would call for 500 such visits. And there are in Chicago some high schools which have 200 or more teachers in each. But even if the necessary visits could be made, any possible rating scale for making fine-distinction evaluations of teaching must, by its very nature, be made up largely of intangible and indefinite items, so that the numerical values assigned to them must be mostly arbitrary rather than scientific. Under these circumstances, is it not highly probable that two different supervisors, rating the same teacher independently, might give widely different ratings on half or more of the scale items?

But there is also the consideration that the presence of visitors in a classroom is apt to be disturbing to its work—granting a few probable exceptions in the cases of certain kinds of activities. Particularly is such presence disturbing to the usual teacher if the visitor is her rating supervisor, however friendly the personal relations between them may be. This last condition alone is apt to vitiate seriously the fairness of the resulting rating, in spite of the probable effort of the supervisor to discount such effect.

But even if we allow validity to the attempt to practice fine-distinction rating of teachers, under present conditions such an attempt cannot rid itself of a certain other vitiating element. In nearly all of the large school systems at present . . . insufficiency of school revenues has forced learning conditions for the children and working conditions for the teachers so far below what excellence demands, that only an impossibly wise and discerning and sympathetic principal can rate fairly under the circumstances as they are.

Finally, it seems to us that, by its very nature, the rating of the performance of one human being by another mere human being can be done fairly only on the obvious, elementary factors of human worth, the ordinary homely virtues of honesty, reliability, fairness, kindness, etc. With centuries of experience behind them, our statute laws undertake no more than that. But of course these obvious things do not include very much of the needed material for the fine-distinction rating of teachers as such.

#### Some Weaknesses of Teacher Rating Practices

It is common knowledge that the above-described difficulties have made inevitable a wide gap between theory and practice in the rating of teachers in the Chicago public schools. Chicago principals have no agreed-upon standards for rating distinctions upon teacher performance. The result is a large variation among them in both concept and practice as to what constitutes the distinctions between any two successive rating levels which they are required to use. Again, because of the difficulties of obtaining rating data for such distinctions, principals must habitually give ratings to teachers whose classes they have visited no more than once, and then for only a few minutes, or even to teachers whose classes they have never visited. And there have been cases in which a principal, newly come to a school, has arbitrarily and without visiting their classes, reduced the ratings of a large number of his teachers at one sweep, and without offering them any reasons therefor. It is difficult to see how any worthy reason can be assigned for such a pro-

cedure, or how such a rating can have any educational significance. Yet it affects the official status and the promotional opportunities of the teachers so treated.

Again, we find some principals rating a teacher higher because he or she is taking an extra or advanced college course, although that teacher's classroom performance may be no better than before, or possibly not as good, owing to the extra expenditure of time and energy. Again, a teacher may be given a higher rating because he or she is a successful author or lecturer outside the school. Your Committee recognizes the value of all of these outside efforts, but it seems to us that to give them weight in the rating of teachers indicates confusion of thought. We believe that such rating should be on direct school performance alone. Such performance is what the public pays the teachers for. If outside study and advanced degrees make for better teaching—as they should—that fact will appear in the teacher's performance in the school, where it will have its due effect on rating.

Again, by present practice in rating teachers, a principal can hardly avoid the use of factors that are more or less vague and impressionistic, and yet he is not required to let that teacher know about his or her rating unless it is reduced, and not always even then. If the teacher wishes to know her mark she can do so only by the considerable inconvenience of journeying to the office of the Superintendent of Schools and there making formal written application for that knowledge. Your Committee is unable to avoid the feeling that that situation is not only annoying and slightly ridiculous, but is poor educational practice. Why should not a teacher be given his or her mark directly and immediately by the rating official making it, whatever that mark may be? And if the rating theory of stimulation of effort is to be effective, should not the teacher know his or her mark at all times?

Finally, many teachers have felt sure, from time to time, that the rating power was being held over their heads as clubs to frighten them into or away from certain courses of action or certain organizations. Whether that feeling was or was not justified in any particular case, its frequent occurrence and widespread existence indicate the sinister possibilities, if not probabilities, of the practice of teacher rating in the hands of vindictive administrators or unscrupulous politicians.

### Should We Adopt Universal Military Training?

Is universal military training the best means of defense for the United States today? To answer this question, see the pamphlet, "To Provide for the Common Defense," written for the AFT Commission on Educational Reconstruction by John L. Childs and George S. Counts, both of Columbia University, and Floyd W. Reeves, of the University of Chicago. Enough copies of this pamphlet have been sent to AFT locals to provide one for every AFT member.



# PROMOTION—THE “SUPER-RATING”

By JOHN EKLUND

John Eklund is both president of the Denver Federation of Teachers, Local 858, and an AFT vice-president

**P**UBLIC education in this country is big business. In most communities the paid executive (superintendent) of the school district lives and moves and has his being with big business and the luncheon club. Surrounding him is the pattern of the American school board. The banker, the realtor, the lawyer, the solid businessman (cement, insurance, utilities)—representatives of the taxpayer, good people, honest, up-right citizens—but committed primarily in their thinking to business and to tax reduction. Picture, if you will, the chance the school executive has to champion any widespread educational movement that would cost money (except to build buildings to which they can “point with pride”). The superintendent hired by such a board is retained only so long as the board’s policy is maintained. Too often the administrator is judged on his ability to whittle budgets—not on his championing of expanding services and improvement of the profession. Long hours are spent on fiscal policy—short minutes on children’s needs. As an ex-president of the Denver Board of Education expressed it so well—“Our first job is to protect the taxpayer.” He was much more vague as to the second job.

Small wonder that superintendents join business clubs and “play politics” through these and similar agencies, with their assistants and the assistants to the assistants also participating. There is an ever-widening chasm between the business of teaching and the *business* of education. By the nature of their commitments these two forces are at constant odds—with the administration defending the taxpayer, the teachers (when they dare) defending the expanding program for children. Obviously this is not universally true—there are many, many fine champions on school boards who choose also to select a champion for that executive job of superintendent.

All this is preface to the real problem with which I wish to deal—the “super-rating” through promotion and the attendant building of administrative patronage. The primary data for my

remarks are all around you, although in your city or town they may not be particularly obvious.

The job of the superintendent is often dependent upon the machine he can build—in the schools and in the community. Thus in the last few years we have seen machine politics enter public education—with a vengeance. Promotion from teaching ranks to administrative position is, in such instances, made on the basis of political loyalty. This means in most cases that salary raises are given through promotion to those who can be useful in a patronage system. How does this “super-rating” function, and how is this patronage developed?

Witness a typical occurrence:

For many weeks Mr. Doe had been increasingly secretive. Where once he had been a bit aggressive in faculty councils and downtown committee meetings, he had in a few short weeks become docile and meek. Known in the past as “fairly outspoken,” he was rapidly erasing all independent characteristics and becoming what is called in higher administrative circles “cooperative.”

The morning press carried the story of the preceding afternoon’s board of education deliberation (the official meeting)—to be truthful, everybody in the “know” knew a week before (after the closed meeting of the board) that Mr. J. Doe was moving up and that he now “belonged.” As a former principal of mine used to say, he had closed his eyes and let the lightning strike—and had been chosen to administer a section of the city’s schools. You may say, “What’s wrong with that?” and “Isn’t it a good idea to have teachers seeking promotion and administrative jobs?” To these questions I would answer that there is nothing wrong—except:

(1) Promotion too frequently is a result of the teacher’s subservience, and I’m not discrediting objective loyalty and professional cooperation. Most teachers realize that to be promoted into what they term “soft” administrative jobs they must become absolute conformists. Subservience and conformity are not the characteristics

of democratic practice. I remember situations in which the ambitious teacher has changed his opinions or his statements upon the entrance of his superior into the room. I once had a principal who liked his books carried, his coat held, the door opened—do you know what I mean by subservience? To many teachers that is not too high a price to pay. I am not deriding these persons; I am ridiculing the system, for in this situation the principal rates the teacher—"cooperative, sincere, fine professional spirit, capable of administrative responsibility." Of course you know that this is not true in every case—but it happens too often. There are fair promotion practices—administrators do attempt to evaluate personnel objectively, but as long as "valet" and "blind conformist" characteristics pay off, educational administration will be correspondingly weak, and the education of children will suffer.

(2) Promotion is too often the building of patronage. The school district is a political subdivision; while *party* politics do not often play a part, other varieties of politics certainly do. The administration of our public schools is dependent upon principals who *will* sell to parents the policies which the board and the administration practice. There is little room for objective examination of the good or the bad—no flaw must there be in the armor of policy. To the principal is given the responsibility of keeping teachers and parents—and the public in general—in line. There is no minority—if you can't abide by the decisions of the administration your only recourse is resignation. Under these practices our public school administration is rapidly assuming all the proportions of a totalitarian state—you either belong or you don't. The teacher honestly trying to improve services in most cases "can't" and "doesn't." During school board elections the incumbents or their selected successors are unequivocally supported by this organization. In the last school board election in Denver the pay-off was made to those who supported the party. Seven neophyte principals were chosen, all of whom had gone out of their way to preserve the incumbents—even though the incumbent board had followed a policy of retrenchment during a period when demands on the schools were increasing. These seven were faithful to the machine and were rewarded.

(3) Finally, this "super-rating" operates through promotion by giving prestige and position to those most frequently unfriendly to labor,

since, to maintain the type of board we have in most communities, to keep administrators friendly to those boards, principals who think and talk "big business" and "management" must be selected. All you need to do to establish this point is to question a few administrators, as I did, and you will find that for political reasons, or other, they think, talk, and act anti-labor. These entrenched administrators fight the AFT at every turn and use their position for all that it is worth.

When we realize that this type of unobjective rating, these increases in salaries, have been made available to a few on such terms as I have indicated, you may well imagine the stunning effect of carrying this another step and allowing administration to determine whether the teacher moves toward a living salary through experience and training, or, as is proposed by the CTA in California, empowering the administration to reduce teachers on the salary schedule until they return "to the beginning salary!"

We can but aggressively challenge this rating or "pay off" on all bases. The AFT stands as the only effective bulwark against these practices.

### Salary Rating Systems

The following letter, written by a member of Local 571, was published in the *Chicago Sun and Times* of February 28:

During my more than forty-five years of teaching, I have become familiar with many and varied salary rating systems for classroom teachers. In general, there are two systems. One is originated, controlled, and operated by the teachers themselves and is based upon training and experience. This plan is best. The other depends for its operation upon the recommendations of a supervisor. This plan is dangerous.

No rating system must be originated or operated by a supervisory staff, lest the teachers lose their academic freedom, their security in position, and their influence in the management of the school system. Intimidated, through fear, the teacher loses the opportunities to give her/his best to students. With this loss of teacher-freedom, the school system deteriorates into an institution no longer best able to prepare young people for intelligent living.

The current supervisory brand of salary "merit" system generally has three undesirable objectives—to decrease the freedom of the classroom teacher, to promote the power of the school administration, to decrease the cost of the public schools by preventing teachers from reaching higher salary levels. Such a rating system is contrary to modern educational ideals and practices.

EMERY L. KIMBALL

# The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

*"In the assembly area before a dawn assault, on the ready line of a forward airfield, there was no thought of a man's antecedents, creed, or race. It was enough then that he was an American—that his heart was strong, his spirit willing—that he was big enough to place the cause above himself.*

*"It is in such a spirit of brotherhood that Americans must unite to combat the problems of the peace. Our own tranquillity and continued productivity can be assured only through harmony and fellowship, and these attributes, faithfully sustained, may well prove our greatest contribution to a civilization paralyzed and wasted by dissension."*—DWIGHT D. EISENHOWER.

## CREDITS

To lessen the difficulties of Puerto Rican children in the New York schools, the University of Puerto Rico and New York University will cooperate in conducting a teachers' workshop in Puerto Rico next summer.

\* \* \*

For the first time in the Los Angeles school system a Nisei has been employed as a teacher. She is Barbara Takahashi, holder of a master's degree from Columbia.

\* \* \*

Among the newspapermen accompanying President Truman on his Caribbean tour were two Negro journalists, P. Bernard Young, Jr., editor-in-chief of the *Journal and Guide* of Norfolk, Virginia, and Llewellyn A. Coles, editor of the *Ohio State News* of Columbus, Ohio, who also represented the member papers of the Negro Publishers Association. This is the first time in history that Negroes have been accredited to the press group on an official Presidential tour.

\* \* \*

The first Negro law student is now enrolled in the University of Arkansas. (He would prefer not to be segregated in the basement room where an instructor lectures for him or explains work, but he admits that he gets more individual attention than most students, although he cannot compare notes with other students.)

\* \* \*

The fourth observance of Interracial Justice Week in Catholic colleges began on February 28. The March of Quarters conducted among the students will make possible interracial scholarships.

\* \* \*

Freedom House, the New York memorial to Wendell Willkie, will devote its "total energies" during the next year to fighting for civil rights for all Americans. It will seek the support of various groups and undertake an inventory of American community practices.

\* \* \*

Mount Morris Hospital, recently bought by Harlem doctors, will open soon on an interracial basis. This is acclaimed as an important step in behalf of the Negro physician and his patient.

## DEBITS

Because of violations of civil rights by the Associated Farmers of California, against one of whose members, the Di Giorgio Corporation in Bakersfield, the National Farm Labor Union has been conducting a four months' strike, a National Citizens Committee has been formed. In criticizing the actions of the Associated Farmers, Dr. John Haynes Holmes said: "When men and women agricultural workers who are forced on strike are arrested for misdemeanors and then held on \$15,000 bail; when strikers' families are evicted from their homes; when foreign workers are illegally imported into the United States for strikebreaking; and when deputy sheriffs attempt to terrorize large groups of people, it is obvious that this strike is no ordinary labor dispute."

\* \* \*

Numerous Southern post offices have been discriminating against Negroes. For example, in Knoxville certificates of eligibility as clerks were denied four employees who are veterans, because they were Negroes. In Memphis, Negroes were not given advancement despite their higher examination standings.

\* \* \*

The Americanism committee of the Native Sons of the Golden West is opposing legislation proposed to extend naturalization rights to Japanese and other aliens now ineligible for citizenship. The Native Sons declared that the bills would "permit untold thousands of aliens ineligible to citizenship to quit the Orient and overrun California and the United States."

\* \* \*

That industrial unemployment rates among Negro workers are twice as high as among white workers is shown by statistics gathered in eleven typical northern and southern cities by the AFL Research and Information Service at the request of the National Council for a permanent FEPC.

\* \* \*

The Third Court of Appeals in Texas has upheld the decision that a Negro cannot attend school with whites in Texas if the state provides equal facilities for both races.



# Girl Scouts Make



**M**ORE than 1,300,000 American Girl Scouts will take up needle and thread in 1948 to sew for their new program, "Clothes for Friendship." Guided by the slogan "Make Warm Friends—Fill a Girl Scout Clothing Kit Today," the Girl Scouts of the United States plan to fill and send to Europe and Asia 100,000 kits of children's clothing. Each kit will be made up of new or reconditioned clothing and will contain a minimum of ten items—a complete winter or summer wardrobe for a child who would otherwise go in rags.

Shipping and distribution of the kits will be handled by the American Friends Service Committee, who were charged with the responsibility for selecting the countries on the basis of greatest need. Additional countries will benefit as the project gets under way. At first kits will go to Austria, Hungary, Poland, Germany, China, and Japan.

The Girl Scouts are stressing the importance of making the clothing attractive as well as useful. They plan to make the clothes really express friendship and good will. Nothing that the girls themselves would not wear at home or school will be sent. Careful hand-finishing, good design, and sound workmanship are essential. Reconditioned clothes must be cleaned or laundered, buttons replaced, and seams reinforced.

"The Girl Scouts know that the need, no matter where, is overwhelming. The stories of privation and suffering are always heartbreakingly the same. The Girl Scouts know that when there is not enough food or clothing to keep body and soul together, when children must huddle together in bed for warmth, when normal play must be discouraged because exercise stimulates appetites, it is time to do something," says Mrs. C. Vaughan Ferguson, President of the Girl Scout National Organization.

"Clothes for Friendship" pro-



# WARM Friends

vides more than a million American girls from 7-17 with an opportunity to demonstrate their world-mindedness. Even more, it shows that they do not mean to depend on the planning and ideas of their elders. This is an emergency in which they are acting now, before it is too late. The future citizens of a better world are determined to make peace among themselves.

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Published by the American Federation of Teachers

130 Pages

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\$2.00

### *Pupil Participation*

Of all the aspects of participation that of pupil participation is the least adequately explored. Vital decisions in which youth properly have a voice are often made by others and passed down without opportunity for questions or discussion. The background of experience and level of maturity of pupils require that their participation be of a different kind and on a different level from that of teachers or adult lay groups, yet it is unsound educationally to expect to develop good judgment and qualities of citizenship and leadership in youth if no opportunities for participation are provided.

One obstacle to pupil participation has been the mistaken belief that equal voting power is necessary in reaching decisions. Again, adults in educationally responsible positions have been so out of touch with youth that they have either misjudged their maturity or have been unable to devise ways to utilize their talents. Those who have worked with youth in well-planned participation programs have found that they make valuable contributions both to their own development and to their educational program. The problem is to devise means of participation that are both feasible, and challenging to youth.

Some teachers have made effective use of room committees from the lower grades up to or through the junior high school. . . . With experience in sharing and deciding, these pupils are soon ready for work on general school councils. Such councils should provide an opportunity for pupils to discuss their problems without faculty domination. They should also provide a common meeting ground for pupils, teachers, and school administrators.

A feeling of interdependence and of the essential unity of the school community must be fostered in the minds of all groups. With a background of early and increasing experience on the part of the faculty and the pupils, councils at the secondary level should be equipped to attack problems of real scope and vital concern to the whole school, and even to the whole community.

### *Education As a Living Experience*

The growing responsibilities of education require a school-community relationship that is different from the traditional one. When the principle that education should make a difference in the way people live is accepted, the schools must then deal with the raw materials of life. They must inevitably be concerned with living, vital issues, and be tied into the activities of community life. Modern educational philosophy and concepts of learning cannot be applied unless the schools become integrated into community life.

In all phases of education we learn most by doing. Citizenship is best learned through experience in situations requiring the exercise of civic attributes. Work experience provides a more realistic understanding of the demands which a vocation makes upon individuals. A knowledge of social organization is gained through direct participation in working with groups and activities in the community. Discipline is learned from living and working in situations where the values of discipline are obvious to the learner. . . .

The school itself is a community which should be effectively organized for pupil participation. When it is so organized even the youngest pupil may have an active part in school affairs.



● In Tokyo some mothers find it necessary to leave their children at a nursery school during the day while the parents work. Youngsters bring their lunch from home. Here a young boy picks out his lunch box from the neatly arranged row. This nursery school is a private one, founded by Mrs. Sakae Sato, who was recently elected to the municipal assembly and has been crusading to obtain municipal aid to build nursery schools throughout the city.

**T**HIS is written on February 29 after a very busy week of conferring with officers of the Japanese Teachers Union, addressing teachers' meetings and labor meetings, and visiting typical Japanese homes in the country, in shacks in bombed out sections, and in apartment houses and school buildings wrecked by air raids.

We left Honolulu on Saturday morning, Feb. 21, and bounced onto a rough gravel runway on Wake Island just at sundown the same evening. Over the door of the temporary airport depot we read the famous message of the Marine Corps: "The enemy has attacked and the issue is in doubt." We recalled, too, how AFL workmen dropped their tools and joined in the courageous fight against an enemy with an overwhelming force.

After a short stop at Wake Island we took off for Tokyo, where we were met at the airport by Richard Deverall, Chief of the Labor Education Division of SCAP. Officials of the Japanese Teachers Union also came out to meet us but were stopped by the Military Police. They had secured official permission to meet the plane but the orders did not reach the M.P.s in time.

# JAPANESE Strives for D

RVIN

On his recent world tour, Muenzli  
Japanese teachers and leaders in Japan

On Monday, Feb. 23, our first day in Japan, Mr. Deverall, Sam Romer (of the Labor Division), and I tramped for miles through the city of Tokyo to study various phases of Japanese life. We took dozens of colored film pictures of Japanese citizens at their varied activities and pursuits.

In the evening Mr. Deverall, his assistant, James Hoover, and I took the Japanese Pullman train for Kyoto, the second largest city of Japan and center of Japanese learning, religion, and culture. This city is completely undamaged by bombing, since it was spared because of its rich cultural and religious tradition. We were assigned an attractive suite in a resort hotel and had a very welcome breakfast on a veranda overlooking a misty mountain scene of surpassing beauty.

In Kyoto we had an extraordinary experience. The communication announcing our arrival failed to reach educational authorities in Kyoto. About 10:30 a communiqué was sent to the schools reporting our arrival. By 3:00 o'clock an estimated crowd of 1800 teachers had assembled in



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# THE TEACHERS UNION

## to Democracy in Education

IRVIN R. KUENZLI, AFT Secretary-Treasurer

Kuenzli spent the last week of February in Japan, where he conferred with the Japanese Teachers Union. This letter was sent from Tokyo on February 29.

a large school auditorium. Through an interpreter I talked to them about democracy in education, stressing points which troubled the new Japanese Teachers Union.

At this point it should be explained that the development of the Japanese Teachers Union since the war has been amazing. Nearly all of the 520,000 teachers of Japan have joined the new union, which is a bona fide labor organization and the second largest union in Japan. Only the transport workers, who, like the teachers, are government employees, have a larger union than the teachers. The old Imperial Teachers Association, which was controlled by the Emperor, and was a vital part of Japanese imperialism, has been practically abolished. In Kyoto, the non-union association was abolished by the educational authorities of the occupation and the president thrown in jail for a year for illegal activities in the use of school funds.

Following a plan somewhat like that of the National Union of Teachers of England, the Japanese Teachers Union has negotiated a contract with the Education Ministry on a national

level. A peculiarity of the contract is a provision that for each 300 teachers a full-time representative shall be employed by the government. In other words, the union agents are paid by the employer rather than by the union itself. This is a procedure in Japanese trade unions which the labor and education authorities are attempting to abolish by pointing out the grave danger of employer control of unions.

On Wednesday, Feb. 25, after returning from Kyoto, I spoke at a conference in Tokyo of about 250 leaders in the Japanese Teachers Union. I presented to the president of the union a copy of our new book, *Goals for American Education*, and placed an AFT pin on the lapel of his silk suit. After my talk he presented a Japanese Teachers Union pin to me and made me an honorary member of that union. Jokingly I took all of the 500,000 union teachers of Japan into the AFT, since we have an international charter, and the president of the Japanese Teachers Union took all of the AFT into that organization. We all agreed that it was the best day of organizing teachers we had ever had.

● In the photograph on the left, Japanese school children wave joyously their ration of notebooks and pencils which they have received from their teacher. Because of the shortage of paper, Japanese children may use textbooks only at school. The government hopes to supply additional books when paper is less scarce.

● In the photograph on the right, a shipment of shoes, some of 40,000 pairs released by the Japanese government for distribution to school children, is greeted with happy shouts by first graders at the Chizakura Primary School in Tokyo. The youngsters prefer regular shoes to the traditional "geta" (clogs) worn by Japanese children for centuries.



Acme photos

On Thursday I addressed a large labor rally in a downtown auditorium in Tokyo. This meeting, which was announced by radio, press, loud speakers, and placards in streetcars, was attended by about 2800 persons. This huge crowd, many of whom took copious notes, indicates something of the enthusiasm for trade unions in postwar Japan. At this meeting I extended greetings from Mark Starr, educational director of the International Ladies Garment Workers Union and a member of AFT Local 189, who visited Japan some months ago. Mr. Starr's visit had been deeply appreciated by the Japanese and a murmur of approval went over the audience when I mentioned his name. In my talk at this rally I urged the Japanese trade unions to support as extensive a free public school system as possible for Japanese children. The Japanese have a deep regard for children, and the audience applauded vigorously when I told them that Mr. Deverall had said, "You will fall in love with the Japanese children."

On Thursday, officials of the Japanese Teachers Union took us to visit bombed school buildings which, though badly wrecked, are being used as school houses and homes for teachers and other citizens who lost their homes in the raids. All over the city are bare foundations, heaps of debris, twisted steel, burned automobiles and trucks, and buildings in the process of reconstruction.

On Friday evening, officials from the Japanese Teachers Union from all over Japan gave a Suki Yaki dinner—something like a steak fry—for us in Tokyo. In Japanese style we sat, with shoes removed, on cushions on the floor around a low table. The teachers sang ballads and songs of their respective prefectures (states) and—most unfortunately—made us sing American songs for them. At the close of the dinner they gave to me—and through me to the union teachers of America—a beautiful Japanese tea set. For Mrs. Kuenzli, who is awaiting my arrival in Shanghai, China—since wives of educational consultants are not permitted to enter Japan—they gave me a lovely bamboo handbag. It is my hope, if the 66-pound baggage limitation on the plane will permit, to carry the tea set around the world and serve tea from it to teachers in several nations. Since the gift is a symbol of international friendship, I shall also take the set to the AFT convention in Colorado next July.

Yesterday (Saturday, Feb. 28) Mr. Deverall

and I secured a limousine with a Japanese driver and visited Japanese homes chosen at random—rural homes, shacks in bombed areas, and apartment houses damaged by the bombing. In a badly damaged apartment house we met a young teacher who had been an officer in the Japanese army. He invited us to his apartment, where he lives in one room with his father, brother, and stepmother. (His mother was killed in an air raid.) We sat on the floor, drank tea and ate tangerines, and were offered hot sweet potatoes. The Japanese food is cooked on small charcoal burners without chimneys. With these little stoves a tremendous amount of heat is secured from a small amount of fuel. Sitting around these stoves while drinking tea is a Japanese custom which spreads a cheering warmth of hospitality. The farewell words of this young teacher and former army officer were: "When you go back to America, tell the American people that we like them."

Last evening James Killen, AFL adviser to General MacArthur, Sam Romer, and I had a dinner conference to discuss further the problems of the Japanese Teachers Union. Later in the evening Dr. Arthur K. Loomis, of the education division, came to my room to talk about school finance in Japan. Since Dr. Loomis comes from Denver, he is well acquainted with AFT officers there.

This afternoon Mr. Deverall and I shall visit Japanese villages back in the hills. Tomorrow morning at 7:00 I shall take off for Shanghai, and shall see something of the schools and child welfare program in the troubled land of China. It is a sad but true comment on world affairs that from the time we leave Tokyo until we reach Brussels, Belgium, we shall be passing through countries where war is in progress or is threatening. Here in Japan organized labor, public school education, workers' education and adult education are doing much to promote peace and international friendship.

IRVIN KUENZLI.

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**MR. KUENZLI** states that the Japanese Teachers Union has requested permission from occupation authorities to translate the AFT book, "Goals for American Education," into Japanese. Shortage of paper is a serious problem in Japan, however.

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# The Stateless Children's Sanctuary

**T**O symbolize international amity, a model "World Community of Children" made up of the most forgotten of all the victims of the war, the nameless, stateless orphans, is being established by the Stateless Children's Sanctuary, Inc., a non-profit corporation with headquarters in Washington, D.C. This organization's purpose is to provide care, maintenance and education in "world community" sanctuaries for as many as possible of the 4,000 "stateless" children between 2 and 6 who are now the wards, in Germany, of the American and British Military governors. Because these children cannot establish nationality, birth date or citizenship, they cannot be repatriated—nor can they be admitted into the United States under any immigration quotas.

In addition to its immediate efforts to rescue, rehabilitate and educate these children, the Stateless Children's Sanctuary has applied to the Secretary General of the United Nations for international passports, endorsed by each of the 55 members. Such passports will establish World Citizenship for these children who are now without any identifiable nationality.

United in support of the project are a group of world-minded citizens, educators and clergymen, and representatives of official and unofficial life in Washington, D.C. Miss Katherine Lenroot, chief of the Federal Children's Bureau, and Dr. Martha Branscombe, child welfare specialist, were among those consulted in the planning of the project.

Already the Stateless Children's Sanctuary, Inc., has acquired a site for its project, a 200-acre estate on the beautiful island of Nevis, one of the Leeward Islands in the British West Indies, where greater flexibility of immigration laws permits the setting up of such a community.

There, on the picturesque semi-tropical island where Alexander Hamilton was born, and Lord Nelson married, the corporation has purchased an Eighteenth Century plantation house which it intends to convert into a home and school for the children. The land will be divided into pasture for cattle, orchards and vegetable gardens. It is planned to make the sanctuary as self-sufficient as possible. The island, of approximately 57 square miles, was a famous British

resort as long ago as 1607—complete with hot sulphur springs, a magnificent hotel of oriental splendor, and private estates. The old Bath Hotel is today being restored, and flies both the American and British flags.

Meanwhile the Stateless Children's Sanctuary is proceeding with its plans for developing the sanctuary on Nevis into a shrine to world peace, where the children of various origins can live in harmony in a miniature and symbolic international community. Their very lack of national backgrounds will, by the efforts of this organization, be turned into an asset, for it will help them, as they grow, to view all nations objectively.

More than 25 highly qualified young men and women have volunteered to teach and care for the children, serving without salaries, if they are temporarily employed, or for a nominal \$50 a month plus maintenance if they have joined the permanent staff. On October 22, the first six of this group left for the island to begin reconstructing the estate. All of them with the exception of the children's nurse and the bookkeeper are college graduates. Vassar College, Yale University, and the Friends Society have been instrumental in securing many of the volunteers.

Initial approval of the project has been granted by the Allied Control Commission in Germany and the island authorities on Nevis, but, before the first group of 50 children can be transported to the sanctuary, funds to care for them for a period of 15 years must be raised. As more funds are raised, additional sanctuaries will be established.

The immediate fund is \$500,000, the sum required before the Allied Control Commission will release the children to the Stateless Children's Sanctuary. This sum will provide maintenance for the first 50 orphans, a permanent staff of teachers and nurses, and also cover the cost of the house, repairs, the land (and eventually additional acreage for expansion), furnishings, agricultural tools and live stock.

\* \* \*

Headquarters of the Stateless Children's Sanctuary are located at 6648 32nd Street, N.W., Washington 15, D.C.



# At the Sign of the Second Chance

By RITCHIE CALDER

April 1, 1947 was an important date for Britain, for on that day the school leaving age went up to 15. But this change requires the employment of more teachers, and to help provide them the Ministry of Education has 52 emergency training colleges throughout the country. Special facilities are provided for ex-Servicemen and women who can become certified teachers after an intensive 56-weeks course, instead of the normal two years. Already 7,000 teachers have been trained under the scheme; another 11,000 are training.

**H**ENRY wore a beard and a monocle. He also commanded a submarine. He no longer wears a beard or a monocle. He is going to be a teacher.

Jeffrey was a paratrooper. He fought and was wounded at Arnhem. But nowadays he does not talk about how he helped to make history, but about how he is going to help children to understand history.

Dan still wears the battle-dress of the R.A.F. He wears also the invisible chevrons of sixteen years of patient sacrifice. Orphaned at the age of 14, he had to become the breadwinner for his younger brother and sister.

He brought them up, educated them, saw his sister married and his brother well-launched into a naval career, and then he thought about himself and how he had always wanted to be a teacher. He is now 35.

John, the naval officer, had a good job to go back to. He was manager of a wine and spirit business, at a good salary—better than teaching can offer. But in the Navy he shared quarters with the ship's schoolmaster. They talked about books.

"I just want," says John simply, "to give others what I almost missed—the pleasure of reading and understanding good literature."

Leslie before the war was a librarian. He liked it but he is switching to music teaching—"because they taught it so badly at the school I went to."

Ellen was a refugee from Hitler. She served in the A.T.S. during the war. She wants to teach children to think for themselves.

And so, like characters being assembled by a playwright, they are keeping a post-war tryst with each other and with the next generation at "The Sign of the Second Chance."

That is not what it is called in the records of the Ministry of Education. It is, more prosaically, the Teachers' Emergency Training College. But for a hundred men and a hundred women who are there it is "The Second Chance."

From every theater of war, from all the British Services—not only the fighting Services but Civil Defense, National Fire Services, Land Army and so on—and from all parts of the country, these men and women have been recruited. The oldest is 43 and the youngest 23 (officially it is from 25 to 35, but exceptions have been made).

They include officers, non-coms, and other ranks, but it is a waste of time trying to identify them as such or to discover their wartime achieve-



● These young British veterans, who will become teachers of handicrafts, are taking a one-year course at one of the Emergency Training Centers for Teachers. These Centers are helping to relieve the teacher shortage in Britain.

Photograph from  
British Information Services

ments. These to them are no longer important. What is important is that war was the common experience which changed all their lives.

Some of them had been planning to be teachers and had been snatched into the Services before they went to college, but most of them had been in quite different jobs.

Britain's Ministry of Education introduced this scheme in order to make up for the shortage of teachers caused by the war's interruption of training, to recruit in large numbers those necessary to release teachers overdue for retirement and to provide for the extra year, which went into effect on April 1, 1947. It offered special facilities for men and women in the Services to receive an intensive year's training (instead of two) for the teaching profession. They were to be selected for their character and ability rather than by previous experience or academic qualifications. They were to be given grants to cover their year's training and, if they were married, to take care of their family commitments. There was to be no examination. They were to be given their teaching certificate on their year's work and if they did not shape well in the course they would be told very nicely that they had better drop it.

From the British Services 90,000 applied for this second chance. Panels consisting of Inspectors, Directors of Education, head-masters and so on, did the "screening." They went out to the Far East and other theaters and interviewed applicants. In all 39,397 were accepted as possible trainees, of whom 4,500 were interviewed abroad. That was perhaps the most important stage—because the volunteers were being "looked over" as human beings, as people who would have a way with children. The training colleges can shape the right material.

And if Bognor offers a true sample of the types recruited for the other 47 colleges, these panels did a fine job. I picked the Bognor Training College by chance. To say I was impressed is an understatement; I was moved. In this mixed community of men and women, responsible for their own discipline, I saw mature men and women (and those who were young in years had been "weathered" by the war) dedicating themselves.

For, remember, when they took their second chance, it was not because they were out of a job or because "teaching might be as good as anything." It was a vocation. It was a call. Many

## AFT Members Serve on Teacher Exchange Committees

AFT MEMBERS throughout the country have been named to membership on local screening committees which will interview candidates desiring to participate in the U.S.-British and the U.S.-Canadian Teacher Exchange Program.

Although this is the third year of the operation of the program, it is the first year that classroom teachers are serving on screening committees.

of them made real sacrifices and many of them endured hardship while waiting to enter the colleges—17,000 are still waiting. Most of the men are married and during this year of residence see little of their wives and families.

It means arduous work, which they themselves make the more arduous by their enthusiasm. It is two years' course in one. The instructors count themselves lucky in their students and the students cannot speak sufficiently highly of their instructors. Well they may, for the staff are also hand-picked volunteers, who have given up, or have been seconded from, "top jobs" because they count this one of the great experiments in education.

That is what it is—a great experiment. These "second-chancers" think they are the shock troops who are going to vitalize British education. And so do I.

*(This article appeared originally in a British newspaper, the "News Chronicle.")*

## Mr. Hawbaker Improving

Mr. M. O. Hawbaker, AFL field representative, who was seriously injured while engaged in AFT organization work, is now at his home, 1515 S. Carroll, South Bend, Indiana. He is showing some improvement, since he now has sensation in all parts of his body and can move his legs a little. Letters can now be sent to him.

In response to many requests for copies of "The Good Neighbor Song," mentioned in Mrs. Sema Herman's article, "Sowing the Seed of Democracy," which was published in our February issue, we are presenting the song here. If time and space permit, we shall publish her play, "The Fabric of Our Flag," in a later issue, since there were requests for it, also.

**The Good Neighbor Song.**

Arranged by  
Myrtle McGuckin.

Words and Music by  
Sema Williams Herman.

I have some neighbors, you have some neighbors Working close to  
you. If you help your neighbors and they help their neighbors We'll  
all help the Red, White, and Blue. Let's love our neighbors and  
help our neighbors That's the American way In our land all  
can be friends, Let's keep it just that way.

Copyright 1948, by Sema Williams Herman,

### Leisure Time Activities of Grade School Children

**W**HAT do boys and girls of grade-school age like to do during their non-school hours? A state-wide survey undertaken as a part of the Washington state recreational and cultural resources survey supplies the answer to this question.

Twenty-eight representative Washington school communities were included in the survey, with 3000 fifth to eighth grade school children answering the questionnaire.

The survey revealed that the radio and the movies are the largest single consumers of the children's leisure time, but many would like to participate in plays and singing and in art, craft, and hobby groups—activities which are entirely missing from the recreational schedules of many communities.

The great majority of the children belong to at least one activity group outside of school, such as Scouts, Cubs, Brownies, Campfire Girls, 4-H Clubs, YMCA, YWCA, or church groups. Almost one-third participate in church youth activities. Thirty-eight per cent said a swimming pool would be their first choice for recreation, and roller

skating facilities rate second place.

Only one child in four in the grade school age group is now able to attend a summer camp; yet 75 per cent of those who do not attend are anxious to participate.

More than one-fourth of the children said they had no public playground near their home. Many of those who were near such playgrounds said that they did not play on them oftener than once a week. Lack of supervision by trained recreation leaders is a major factor in this low participation.

"Study of the survey shows that our children are, all in all, a pretty fine lot, interested in constructive, active things," is the comment made in the *Tacoma Labor Advocate*, which published a report of the survey. "It shows that the juvenile delinquency problem is a problem of leadership by us oldsters rather than a need for any corrective measures—unless those measures be ones to correct our own indifferent attitude in being content with letting the kids sit idly, listening to a murder thriller when they would prefer to be doing or making something on their own boundless initiative and energy."



## Use of Current Materials Improves Secondary Teaching

BETTER TEACHING THROUGH THE USE OF CURRENT MATERIALS, by Lucien Kinney and Reginald Bell. Stanford University, School of Education, California. 1947. 24 pp.

An experimental study was recently made by a group of California teachers of English, science, and the social studies, to determine how current materials such as monthly and weekly magazines, daily newspapers, pamphlets and films, etc., could be used effectively in class work and to learn whether there were any advantages to participating students, teachers, and communities. The study was undertaken through the initiative of the Division of Secondary Education of the California State Department of Education, in collaboration with the School of Education of Stanford University.

One of the most significant parts of the report on the experiment is the following section, which sets forth the values of the project to the student:

Comparisons made between experimental and regularly conducted classes of the same teachers indicate that those using current materials learned more. They were able to achieve at least as good scores on tests based on the standard curriculum as students who were exposed to the standard curriculum only. Furthermore, they gained wider knowledge and better learning habits, together with increased understanding of historical perspective.

The use of materials placing less emphasis on purely verbal ability and calling for greater resourcefulness and initiative resulted in improved interest, participation, and leadership.

Another achievement noted was the development of critical thinking, and ability to detect bias and allow for prejudice and point of view in the use of current materials—an important prerequisite to the effective use of adult materials. Teachers engaged in the project reported that their pupils were able to recognize the biases and prejudices (without which the reporting of events would be dull, if possible at all), and that they took great interest in pointing them out and in locating opposing opinions in other sources.

When a wide range of topics and techniques is available, it is possible to provide for differences among students, and thus to develop wider active participation in the class work. The brighter student finds current materials a stimulus to further study; the shy student, his interest aroused by a "live topic," becomes articulate; and even the dullest can collect pictures, make displays, seek out information, all the while sensing that he is making a contribution to the work of the class.

Through the exchange of information and opinions came respect for the feelings of others, a stirring of intellectual curiosity, and a sense of individual responsibility.

Another advantage of the use of current materials is that as adults students will find newspapers and weekly and monthly magazines a continuing source of information. If a taste for such materials is established in high school, if the student finds out how interesting and informative and valuable such material can be in making him a more worth-while person and citizen, then he will be likely to continue such reading as an adult.

## A Welcome Teaching Aid For Sex Education

UNDERSTANDING SEX, by Lester A. Kirkendall. *Science Research Associates* (American Job Series, Guidance Monographs). 228 S. Wabash Ave., Chicago 4, Ill. 48 pp. 75c. 20% discount on special classroom sets of 20 or more copies.

Really good materials for sex education are scarce. Especially welcome, therefore, is this monograph by Lester Kirkendall. Designed to be put directly into the hands of young people, but with a useful introductory note to parents, teachers, and counsellors, the book is plain-spoken, thought-provoking, constructive, and certainly not namby-pamby. Informing chapters on "Growing Up," "Reaching Sexual Maturity," "Attitudes and Sex Behavior," "Thinking Through Common Questions," "Courtship, Engagement, and Marriage," are supplemented by a helpful chapter on "An Immature Approach to Men-Women Relationships" and an excellent concluding treatment of "A Positive Program of Personal Living." Particularly good are the questions that are posed for most of the discussions, such as: Will you rate as an ancestor? How important is sex? What attitudes toward sex are desirable? Are premarital relations necessary? What "goes" in courtship?

Throughout the point of view is frank and wholesome: "People are beginning to realize that a sound knowledge and a healthy attitude toward sex and body functions are important to a happy, well-adjusted life. . . . The sex drive, if properly directed, can add happiness and pleasure to life; or, if mistakenly used, can bring a great deal of trouble and unhappiness to an individual and, through him, to his future family and others. . . . Intercourse is the most intimate experience that a man and woman can have; combined with love, consideration, and common goals, it is a basic part of happy adjustment in marriage. . . . The desire to express affection is only normal. . . . Many young people think they can engage in heavy petting and yet avoid sexual desires; to expect this is contrary to all experience and to man's physical and emotional nature."

Not the least interesting feature of Kirkendall's monograph is a series of amusing but always friendly drawings of boy-girl situations.

W. CARSON RYAN, *University of North Carolina*

## A Guide to Materials For the Study of China

United Service to China, which has channeled more than \$45,000,000 for scores of medical, educational and child welfare projects and for reconstruction work in China over the past six years, has published *China in Your Classroom*, a booklet designed to stimulate the study of China in American schools.

The booklet is an answer to the growing interest in China by educators and students throughout the United States. It lists a wide variety of reference books, brochures, maps, charts and other teaching aids for use in elementary and junior and senior high schools and in institutions of higher learning.

All the material listed is available from United Service to China, either free, or at the cost of publication. Copies of *China in Your Classroom* may be obtained by writing to United Service to China, 1790 Broadway, New York 19, New York.

## Toward Inter-American Understanding

INTER-AMERICAN UNDERSTANDING AND THE PREPARATION OF TEACHERS, by Effie G. Bathurst. U. S. Government Printing Office, Washington, D. C. 1946. 100 pp. 30c.

To promote inter-American understanding, a number of public school systems, teacher-preparing institutions, state and county education departments, and the U. S. Office of Education cooperated in a series of experimental or demonstration centers. This bulletin describes the work carried on by 22 of these centers.

The purpose of the work was two-fold: (1) to try ways of preparing pre-service and in-service teachers to help English-speaking children understand the problems and ways of living of people in other American republics and the problems of all of us in getting along together; (2) to develop better procedures for preparing and guiding the teachers of Spanish-speaking children within the United States.

The centers were representative of all sections of the country, with concentration on the Southwest because of the urgency of the problems of Spanish-speaking children there.

## UN Films

The United Nations Department of Public Information has issued a catalogue of 16 and 35mm films distributed in the USA. The catalogue may be obtained from Films and Visual Information Division, Room 6300-C, Empire State Building, 350 Fifth Avenue, New York 1, N. Y.

A slide film entitled THE UNITED NATIONS AT WORK—THE SECRETARIAT has been produced by the U.N. Department of Public Information and is available free to schools and community groups. This 35mm single frame slide film is presented in 90 frames of photographs, illustrations, and charts. It may be obtained in English, Spanish, French, and Russian versions. Address the United Nations, Department of Public Information, Films and Visual Information Division, Lake Success, L. I., New York.

## Promising Practices In Intergroup Education

The Bureau for Intercultural Education announces the publication of an attractive new 32-page pamphlet, *Promising Practices in Intergroup Education*. The pamphlet helps meet the growing demand of teachers for practical material on helping children of different racial, religious, and national groups to get along together.

It is a compilation of methods that have actually been used in 152 Detroit schools. These are classified under eleven approaches ranging from simple communication of relevant facts, through guidance toward valued attitudes and behavior, to integration of the individual into his school and community. A brief estimate of the strength and weakness of each approach is included.

*Promising Practices* was originally prepared for the Administrative Committee on Intercultural Education of the Detroit Public Schools by Marion Edman and Laurentine B. Collins. The Bureau believed it deserved wider circulation and is making a revised version available to teachers throughout the country at 20 cents a copy. The address of the bureau is 1697 Broadway, New York 19.

## An Analysis of the Barriers Of Caste, Class, and Race

CASTE, CLASS AND RACE, by Oliver C. Cox. Doubleday & Co., New York. 1948. 600 pp. \$7.50.

Dr. Oliver C. Cox, Professor of Sociology and Economics at Tuskegee Institute, Tuskegee, Alabama, is the winner of the \$2500 George Washington Carver Award for his book, *Caste, Class and Race*. The award was established by Doubleday "to encourage worth-while books by or about Negroes." *Caste, Class and Race* is the second book to receive the award, the first one going to *Mrs. Palmer's Honey*, a novel by Fannie Cook.

Dr. Cox's book is an analysis and review of the social and ethnic background for present-day barriers of caste, modern class distinctions, and racial frictions.

"One of the author's major contributions," the publishers pointed out in making the award, "is his clear-cut analysis of the racial hatreds which nag the world's peacemakers."

## A Book of Reference and Review for Spanish Students

STREAMLINED SPANISH, by William Wachs. Saga Press, Inc., New York, N. Y. 1948. 126 pp. 80c for single copies, 50c a copy for eleven or more.

This book serves mainly as a source of reference for students taking a course in Spanish and as a review for those having completed it.

Part One provides very general information dealing with the culture of Spain and Spanish America, while Part Two and Three include the vocabulary and idiom list needed in the usual two- and three-year course, together with notes on special usage.

Part Four is a concise explanation of the fundamentals of Spanish grammar, with minor details eliminated, and points illustrated by means of short sentences.

ITALIA. MALATO, Chicago

THE AMERICAN TEACHER

## Important Guide to Audio-Visual Aid Material

The January 1948 issue of the *News Letter*, published by Ohio University's Bureau of Educational Research, is of great importance to all teachers interested in audio-visual education. Practically the entire 4-page leaflet is devoted to the listing, with brief comments, of sources of teaching material in the audio-visual field.

The list, prepared by Catherine Williams of the University's Teaching Aids Laboratory, is divided into six categories:

1. References on Utilization
2. Basic Sources
3. Radio Program Listings
4. Educational Recordings
5. Free and Inexpensive Teaching Aids
6. Keeping Currently Informed

Copies of the *News Letter*, in which this useful list appears, may be obtained from the Bureau of Educational Research, 13 Page Hall, Ohio State University, Columbus 10, Ohio. From 1 to 20 copies may be had for 5c each; 21 to 100 copies for 4c each; 100 or more copies for 3c each. Perhaps never before has so much on audio-visual aids been offered for so little!

## Aid to Audio-Visual Education By U.S. Office of Education

The activity of the U. S. Office of Education in the audio-visual field is clearly demonstrated in a series of articles which appeared in the *School Executive* last year. One of the articles dealt with the work of the Office's Division of Auxiliary Services and especially with the assistance it gives to schools and teachers in audio-visual instruction. The author is Rall I. Grigsby, director of the division.

Excerpts from his article follow:

The Educational Uses of Radio Section assists state departments of education, colleges, universities, and local school systems in planning their own FM broadcast stations and in organizing their program services. It provides information and advice to individual school systems and teachers in the selection and use of audio equipment, and helps answer the important question of program selection in situations where schools must choose among various stations.

To help in radio program building, the Office of Education maintains a radio script and transcription exchange. Here schools and colleges may borrow radio scripts and transcriptions for in-school or community broadcast. Some of these, prepared by the nation's leading script writers and producers, serve as magnificent models for programming, comparative study, and creative work.

FM broadcast stations in a special educational band (88-92 meg.) have either been granted or are in various stages of development in nearly 100 locations in the country. Some 30 states are planning state-wide FM networks. Many are beginning either with key stations at state university locations or are spreading out from large city studios where personnel have already been trained. Booklets covering almost every

World Harmony Begins in the Classroom

### SING A SONG OF FRIENDSHIP

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1619 Broadway, New York 25, N. Y.

phase of educational radio are available for distribution either through the Federal Radio Education Committee or the Office of Education.

*School Sound Systems*, a notable study of school audio equipment, is in heavy demand. This pamphlet is designed to aid school administrators in selecting and planning audio equipment for maximum use throughout a school plant. A similar study entitled *Again Recorders and Reproducers* will also be available through the Office in the next school year. . . .

Every activity of the Section on Visual Education is . . . aimed toward increasing the understanding of these new techniques of communication, improving the quality of the materials produced, and facilitating their distribution and use.

In addition the Section provides for the distribution to schools of an estimated 713 motion pictures and 544 filmstrips. A catalog describing each of the titles and indicating the availability of prints is issued upon request. . . .

In summary, the Section advises on such problems as: the ways of improving the production of visual aids, the basic principles of securing effective utilization of visual aids in the classroom, and the evaluation of visual materials in terms of specific grade levels.

\* \* \*

To obtain the aid and services mentioned above, teachers should write to the Federal Security Agency, U. S. Office of Education, Washington 25, D. C.

## Army Classification Test Available in Civilian Edition

The *First Civilian Edition* of the Army General Classification Test is now available through Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Illinois. This was the test used to classify more than 8,000,000 soldiers for their World War II careers. It has just been released by the Army.

Teachers who are engaged in counselling or vocational guidance work should find the wealth of material invaluable, since requirements for the major civilian occupations have been determined and reliability is .95.

## Attractive Poster Explains How to Conserve Eyesight

An attractive poster captioned "Seeing Through Life" is available from the National Society for the Prevention of Blindness at 1790 Broadway, New York 19, New York. Recently revised and reprinted in bright colors, the poster emphasizes the measures that conserve and protect eyesight from the prenatal stage through old age. It is suitable for use in connection with health and safety education programs. Size, 19 x 25; price, 30 cents per single copy, with reductions on quantity orders.



## NEWS FROM THE LOCALS

### Growing Local at Wisconsin University Active in Several Fields

**223** MADISON, WIS.—One of the most active of AFT's locals in institutions of higher learning is Local 223 at the University of Wisconsin. During the past year, it has engaged in a variety of activities, all designed to strengthen the union and to improve salaries and working conditions.

Outstanding among its accomplishments was the production by its salary committee, headed by Professor James Earley, of a 40-page salary report. It was based on a thorough study of salaries at Wisconsin University in comparison with those of neighboring universities. An examination was made of the implications of high living costs and of Wisconsin's ability to pay higher salaries. *Business Week* commented that the study had "raised fact finding to a Phi Beta Kappa level." The union's program had the unanimous support of the faculty.

The proof of the efficacy of the report came with a general 12% in-

crease in salaries apportioned on the basis of an 18% increase on the first \$2000 of the individual's salary.

Interest in the local was demonstrated by the 60% increase in membership last year. This year the vigorous membership drive is continuing under the leadership of Vidkunn Ulriksson, vice-president of the local and one of the leaders in the AFT summer workshop at Madison. A special effort is being made among instructors and assistants who have no voice in university affairs except through the union, whose members have consistently championed the cause of those in the lower ranks of the instructional staff. A special membership committee to work among the assistants has been set up.

The local has also been particularly active in all phases of the labor movement on city, state, and national levels. William Gorham Rice, professor of law, has been a most active delegate to the Madison Federation of Labor.

### Outlines Prepared by AFT Members Prove Useful in Planning Courses

**59 & 238** MINNEAPOLIS, MINN. Appreciation was voiced by Professor Homer L. Gammill, professor of industrial psychology, University of Illinois, for the course outlines in industrial-agriculture-labor relations developed by teachers in the Minneapolis summer workshop.

"I appreciate your willingness to be of service in this regard, because I find myself beginning my work more or less in a vacuum. This material will be most useful to me in getting together ideas and charting an approach to my proposed problems," he wrote Charles Boyer.

Teachers who developed the course outlines under the leadership of Dr. Walter Anderson were Margaret West, Ed Haynes, Bergit Anderson, Emma Schey, Emil Newstrand, Mil-lard Sundin, George Beacom.

Materials developed by Margaret West and Emil Newstrand have been

included in a historical pamphlet published by the Minneapolis Milk Drivers Union. It is entitled "The Status of Free Men."

The materials developed by these two teachers are also being reprinted for guidance of teachers and instruction of students in understanding labor-industrial-agriculture relationships.

*The Minneapolis Teacher*

### Toledo Local Helps Institute New Course

**250** TOLEDO, O.—Cooperation of the Toledo local with a group of organized citizens has led to plans for the establishment of a course in industrial relations in the social studies curriculum of the high schools. The union is proud of its part in gaining the support of the school board for the institution of the course.

### Local Pledges Aid For Civil Rights

**700** FORT WAYNE, IND.—Impressed by the significance of the report of the President's Committee on Civil Rights, Local 700 adopted the following resolution:

WHEREAS, Democracy and religion are in agreement on the dignity, equality, and freedom of the individual person; and

WHEREAS, Civic, political, and religious groups, as well as individuals, should have cried out long ago for the abolition of discrimination and legal segregation, and for the adequate protection of the civil rights of the individual; therefore be it

*Resolved*, That we, as members of Fort Wayne Teachers' Council, No. 700, irrespective of debatable points of detail with which we individually may not agree, do nevertheless beseech the President and the Congress of the United States to formulate and pass as rapidly as possible appropriate measures to implement the recommendations of the Report of the President's Committee on Civil Rights entitled "To Secure These Rights"; and be it further

*Resolved*, That, recognizing the importance of these issues for both our domestic and our foreign policies, we, as members of this Council, pledge our full cooperation in the abolition of prejudice and the promotion of civil liberties in our own group and in our own lives.

### Seattle Local Discusses Intercultural Relations

**200** SEATTLE, WASH.—At a recent dinner meeting of the Seattle local a panel discussion on intercultural relations was presented.

Participating in the panel were Virgil Smith, assistant superintendent of Seattle schools, who served as moderator; Napoleon Dotson, executive-secretary of the Urban League; Fletcher Yarbrough, former president of the NAACP; and Clyde W. Linville, social worker and student counsellor at the University of Washington.

An interested audience of more than sixty persons attended the meeting.

## Superintendent Odell Supports Salary Campaign of Oakland Local

**771** OAKLAND, CAL.—In working for salary increases the Oakland chapter of the Alameda County local has made a study of maximum salaries in neighboring cities. It reports on its findings as follows:

"Oakland teacher salaries have lagged far behind the rise in the cost of living. Indeed Oakland salaries are now below the average paid in 25 of the largest cities in California. And yet Oakland is the third largest city in the state! Furthermore, the historical position occupied by Oakland in paying high salaries and attracting thereby the best teachers in the state has been definitely lost. Oakland is no longer a financially attractive place in which to teach. Those teachers who shrug off the loss in purchasing power which Oakland teachers have taken in the past few years might well consider the effect on the education of children in Oakland. The plain fact is that Oakland is not attracting the best teachers and the children of the community are the real losers.

"The salaries being paid in some of the other cities in the state are significant. Teachers holding the General Secondary Credential receive the following maximum salaries:

"San Francisco, \$5275; Bakersfield, \$4900; Daly City, \$4800; Taft, \$4800; Tamalpais, \$4800; Beverly Hills, \$4800; Acalanes (Contra Costa County) \$4320; Lodi \$4300; San Diego, \$4300, etc. Oakland's maximum is \$4260.

## State President Urges Democracy In Teacher-Administration Relations

**804** HAMDEN, CONN.—In an article appearing in the *Hamden Chronicle*, Louis Greenberg, Chairman of the English department of the Hamden High School and president of the Connecticut Federation of Teachers, considers the subject of educational reform. Among other matters he deals with the need of improvement in teacher-administrator relationships. He writes:

"... The administrator beset as he is by the manifold details of building management, population shifts, equipment, public relations, etc., etc., cannot possibly direct the individual education of thousands of individual persons. Whereas it is probably efficient to have absolute responsibility

"Here is what salaries in Oakland would be if they had kept up with the rise in the cost of living. The 1939 elementary salary of \$2460 would now be \$4182; junior high salary of \$2580 would be \$4386; and the senior high salary would be \$4794!"

Encouragement has come to the local in its work from Superintendent William R. Odell. A portion of a recent speech which he made before the California State Chamber of Commerce is quoted by the union:

"The \$2820 maximum salary paid Oakland teachers in 1938-39, for example, has become \$4140 this year, but the cost of living index for this group in our area has moved from 100.2 to approximately 170 in that same period, if the average of the year 1935-39 is used as the base. In effective purchasing-power dollars, therefore, our senior teachers would need a 'take-home' salary of \$4784 to equal their 1938-39 rate. This is \$640 more than the actual salary they receive. . . . Moreover, in the foregoing calculation we are ignoring completely the factor of greatly increased federal taxes for teachers, plus considerably increased mandatory state retirement contribution. Until 1939, teachers were not, in fact, required to pay any federal income taxes on their salaries. For a single woman teacher with one dependent and no other income the federal withholding tax this year amounts to \$538.80."

and decision in one man in matters of physical management, organization in matters of instruction and curriculum should be altogether democratic, based on the fact of the professional character of teaching. This would mean democratically chosen teachers directing certification of teachers, establishment of curricula, evolution of method, and evaluation of that teaching."

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Four new locals have recently been chartered in Colorado. The last two are in the districts of Frederick-Dacono-Firestone and Monte Vista.

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## Niagara Falls Works To Improve Standards

**801** NIAGARA FALLS, N.Y.—In working toward the improvement of professional standards of the instructional staff in Niagara Falls, Local 801 adopted the following series of resolutions, which were submitted to the school board:

1. That present teachers not properly qualified be given a fair period of time in which to become qualified.

2. That no teacher be hired in the future unless fully and professionally qualified.

3. That the members of the Niagara Falls Teachers Federation vigorously protest the future hiring of unqualified persons to teaching positions and, further, that they refuse to consider such persons as colleagues in the profession.

4. That no teacher be employed in a non-instructional capacity or in any other than that for which the teacher was duly appointed, except with the approval of the Board of Education.

5. That the Board of Education be urged to subscribe formally to the general principle of seniority as it may be soundly applied to the teaching personnel of the local system.

## Member Writes Thesis On Speech Training

**2** NEW YORK, N.Y.—"There is little correlation between intelligence and adequacy in the social aspects of speech . . . or adequacy of the total speech pattern . . ." This is one of several interesting conclusions that Grace Wachs, member of Local 2, draws in her Ph. D. thesis, which has the title *A Study of a Correlation Between Achievement in English and the Speech Patterns of Pupils in the Last Two Years of a Senior High School in New York City*.

Among other conclusions in the scholarly thesis is "that a certain degree of specialization is needed in speech as well as in English if achievement [in speech] is to be furthered." The author adds, "This probably can best be done through creating separate departments of speech, or by making sure that English teachers are thoroughly grounded in speech science, speech arts, and speech pedagogy."

The thesis was presented in partial fulfillment of the requirements for the Ph.D. Degree in the School of Education of New York University.

## Students and Teachers in One School Send Seventy-Four CARE Packages

**681** DEARBORN, MICH.—Seventy-four CARE packages were sent to needy persons in Europe by students and teachers of Lowrey High School in Dearborn as a result of events set in motion by the showing of pictures by the Film Forum. The Dearborn local publicized the forum in a special issue of its periodical, *Your Schools*, and underwrote its losses.

Audrey Sterling, student at Lowrey High, tells the story in the *Dearborn Teacher* as follows:

Some of us saw the entire Film Forum series and many more of us heard Mr. Leland Stowe in the last talk in that series.

Later on practically all the students in Lowrey saw the documentary film, "Seeds of Destiny."

We were terribly impressed by the film and talked it over on the bus on the way home from school. Then and there we became determined to do something about it.

The next morning four of us went to see the principal and explained that we wanted to start a campaign to raise funds to buy CARE packages. He agreed but said that we needed a committee of teachers as sponsors.

We found our committee—rather we persuaded them—and then we worked out the details, setting the objective of one CARE package per record room. We realized that this was a very high objective since each

package costs \$10 and there are 70 record rooms in the school. We realized too that the end of the semester was a bad time to start a drive of any kind, but we had confidence and we saw to it that everyone in school knew about the campaign.

Everyone was eager to help and we soon had poster crews and speaking teams at work.

We emphasized sacrifice—a three-day sacrifice—and we won. In fact, I think we are double winners, for we have not only aided a number of cold and hungry boys and girls in Europe—perhaps even saved a few lives—but we have also learned a great deal about teamwork and real school spirit.

## Committee Works On Four Projects

**672** LOUISVILLE, KY.—The research committee of the Louisville local is engaged in the following projects:

1. A comparative study of salary schedules of various cities comparable in size with Louisville.
2. A comparative study of teacher loads in cities of the Louisville class.
3. A study of cumulative sick leave provisions in effect in other public school systems.
4. A study of teacher participation in the administration of public schools.

## Teacher Kindliness Stressed in Oakland

**771** OAKLAND, CAL.—Officers of Local 771 comment enthusiastically on an article by William R. Odell, superintendent of schools in Oakland, published in the *Oakland Public Schools*, the superintendent's weekly bulletin.

The article deals with professional responsibilities and obligations of all staff members and points to ways of meeting them. An excerpt from it follows:

"Perhaps the unique and most important obligation of a teacher is to understand and to like people, and especially young people. Perhaps 'love' rather than 'like' is the better word to use; tolerance is implied but is insufficient by itself. The teacher who is not challenged anew by each learning problem he confronts with a student is receiving less than he is entitled to from his occupation.

"Kindness is the quality that reveals the full realization of the basic responsibility of a teacher. Important as are intelligence, vitality, and probity in a teacher, kindness is our supreme obligation. The educational program in Oakland or anywhere would be a long way nearer its ultimate goal if each of us could accept kindness toward all others as his particular concern year after year."

## Member Reports On UN Meeting

**2** NEW YORK, N.Y.—Louis Weiss, of the New York Teachers Guild, Local 2, representing AFT Vice-President Rebecca Simonson, attended the meeting of organization representatives to the United Nations where the subject, "The Challenge of Atomic Energy," was discussed.

Mr. Weiss prepared a summary of the information presented at the meeting. He concludes the summary on a note of modified optimism:

"At present, the U.N. Atomic Energy Commission seems to have reached an impasse, but we must not abandon hope. An atomic bomb war would destroy us. No one would be a victor. The Atomic Energy Commission continues to meet and must continue until an effective international control agency is established. Man has unleashed this great energy and must develop the means to harness it for constructive ends. It may yet well be the force that will bring peace and security to all peoples of a united world."

## "Organization Is Not Like a Jacket"

**833** WEST NEW YORK, N.J.—In a recent issue of the *West New York Teacher* President Howard W. Reilly of Local 833 tells a story which points a moral as clearly as any of Aesop's fables:

"Organization is not like a jacket, something that one may put on and take off at will. A good organization is always in perfect functioning order, ready to meet any emergency immediately without delay or friction, or it is of no value at all.

"One of the New Jersey locals had stopped sending delegates to the State Executive Council and was not paying its per capita. We made inquiry as to the reason. They said that they had gotten

all that they had asked of the Board the previous year and they felt that they did not need to keep up an organization. We wrote and asked if we might send a speaker down to talk to their group. They wrote back that they would see some of the group and maybe a meeting could be arranged if we would inform them of convenient times for ourselves. We were pondering this when we got a phone call. Could we send some one down there immediately—the next day? They had been seriously jolted by a very inconsiderate action of the Board the previous night. They are reorganizing now. They realize that they must be continuously organized to be effective."



## S. Eugene Allen Addresses Meeting of Portland Local

**111** PORTLAND, ORE.—S. Eugene Allen, editor of the *Oregon Labor Press*, discussed school problems before a luncheon meeting of the Portland local. He asserted that the schools are not doing the kind of job they should do largely because people of the community do not want them to. The schools are turning out a generation of citizens who are ignorant and illiterate as far as social and economic problems are concerned, he said. The reason for this is that there would be a storm of protest if the schools attempted to deal honestly and frankly with these problems.

Mr. Allen praised the union for the quality of its leadership and its courage in meeting issues and voiced his disapproval of the discrimination that is sometimes practiced against the union by those in administrative positions.

In the business meeting following the luncheon, it was decided not to ask for further increases in salaries, in spite of rising living costs. Taxpayers are already being asked to vote a substantial tax levy to make possible maintenance of present school facilities and the \$200 in-

crease for each teacher for next year provided for by the schedule adopted last spring.

At the meeting Mrs. Inez Stacey, retiring president, was presented a gift in recognition of her services in behalf of the union during the last two and a half years. During her years in office the local's membership more than doubled.

Guests at the luncheon in addition to Mr. Allen included Superintendent Paul Rehms and members of the Portland school board.

## San Francisco Has New Salary Schedule

**61** SAN FRANCISCO, CAL.—A new single salary schedule has been adopted in San Francisco. Teachers with a bachelor's degree begin with a salary of \$2700 and reach a maximum of \$4800 in 14 years; those with one year of training beyond a bachelor's degree begin at \$3000 and reach a maximum of \$5275 in 13 years; those with two years of training beyond a bachelor's degree begin at \$3300 and reach a maximum of \$5700 in 12 years.

## Sales Tax Emphatically Opposed By New Jersey Members

Emphatic opposition to the tax program of the State School Aid Commission was voiced recently by the legislative representatives of the New Jersey State Federation of Teachers. Their objections were particularly directed at suggestions of the Commission that sales taxes be levied to help defray costs of state school aid.

Explaining their opposition to the sales tax plan, the AFT members stated in part:

"The New Jersey State Federation of Teachers has for over a decade fought for state aid to education. It realizes that this cannot be accomplished overnight, and that it may be necessary to attain a genuine program in stages. It cannot, however, subscribe to a program that is basically unsound and one that would merely serve to put the onus of unpopular taxation on the schools without attaining a lasting good."

"The real source of wealth in the state still remains untapped. It may not be tactful for politicians in Trenton to consider a graduated in-

come tax, but it is the only equitable way of meeting the needs of the State, and not merely the needs of the schools.

"The teachers of New Jersey would gladly do their share of paying such a tax, because it would not fall on the consumer who is already overburdened, it would not add a crushing burden to real estate, but would tap the real holders of our wealth."

## Local Contributes to Scholarship Fund

**691** KANSAS CITY, MO.—Local 691 has taken up a collection for the proposed AFT scholarships to the summer workshop at the Wisconsin University School for Workers. The purpose of the scholarships is primarily to give members of minority groups an opportunity to learn more about the work of the AFT and labor in general. Each scholarship will amount to \$100, \$60 to help cover living expenses and tuition and \$40 for travel expenses.



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## Kentucky Works for School Legislation

Under the leadership of Ethel B. du Pont, chairman of the legislative committee of the Kentucky State Federation of Teachers, bills have been drafted embodying the program of the federation.

Included in the bills approved by the legislative committee are provisions for:

1. Compulsory school attendance from 7 to 17 years inclusive.
2. Minimum 9-month school term.
3. Eradication of party politics in appointment of boards of regents.
4. Forbidding of discrimination in teachers' salaries because of sex, marital status, race, creed, color, or level of instruction.
5. Strengthening and implementing of the tenure law.

The bills were drafted by L. C. Tanner, attorney of Clinton, Ky. Legislators from northern Kentucky headed by Senator Sylvester Wagner and Representative George Steinfert agreed to sponsor an important part of the KSFT's legislative program. The anti-discrimination bill was introduced into the senate by Senator Wagner early in the session.

Active supporters of the program include members of the United Mine Workers as well as of the AFL.

## Colorado Plans 1949 Legislative Effort

The Colorado State Federation of Teachers is working on legislative plans in connection with preparation for the 1949 state legislative session. Rough drafts of legislation on such subjects as tenure, school district reorganization, and state support were prepared in sub-committees meeting in various parts of the state. These drafts were considered by the state executive council and have been returned with suggestions to the sub-committees which will make the final proposed statements of legislation. These will be personally presented to all legislators and potential legislators during the 1948 summer months.

## "Best Teacher" Named by Toledo Local

**250** TOLEDO, O.—A candidate for the "best teacher" title in the Quiz Kids contest is presented in a letter which appeared recently in a release of the Toledo Federation of Teachers. It follows:

Dear Kids:

I nominate for the Best Teacher of 1948 my teacher who has helped me most. The name of this teacher is TFT. Her address in Toledo is 1220 Madison Avenue. Her social security number is 250. I nominate this teacher because:

1. She has worked all her life for the improvement of the educational facilities of the children of Toledo and of the nation.

2. She has worked successfully to improve the conditions of the teachers in the public schools.

3. Her associates are among the leading scientists, musicians, artists, educators, and workers of the nation.

4. Her motto, "Democracy in Education—Education for Democracy," has been put into practice by efforts of her associates to fix the standards of her own profession.

5. Her affiliation with the American Federation of Labor gives her cooperation with the organization with the longest and most effective record of support of the public schools.

6. Her support of the local family group gives her membership in the strong and effective state and national teacher organizations, OET and AFT.

7. Locally she has been most effective in sponsoring, working for, and putting into practice many of the theories that too often remain only wishful thinking among teachers without courage to implement them.

8. Service in her classroom brings Experience (her first name) in democratic action into practice, and, as you know, **EXPERIENCE IS THE BEST TEACHER!**

## Elyria Local Overcomes Obstacles And Improves Teaching Conditions

**334** ELYRIA, O.—The Elyria local was organized fourteen years ago during the depression, when teachers of the community faced salary cuts, disregard for contractual rights, fear, and uncertainty of future employment.

Today, after weathering a period of criticism and condemnation from within and without the schools, the local is able to record a long list of improvements and events which are attributable either directly or indirectly to the efforts or existence of the union. It lists the following:

1. Restoration of depression salary cuts.

2. Establishment of a sick leave program.

3. Adjustments of individual injustice.

4. Prevention of dismissal of teachers wrongfully accused.

5. Establishment of a high school faculty council.

6. Establishment of a city-wide faculty council.

7. Levy campaigns for renewal and additional funds.

8. Participation in labor activities.

9. Employment of married women.

10. Single salary schedule.

11. Group health and accident insurance.

The local concludes:

"No investor ever received greater return on his investment than have the teachers of Elyria from the dues and initiation fees paid to their union. There has been an investment in activity, independence, democracy, and satisfactions that were unattainable previous to the organization of our union."

## Boston Local's Request Leads to New Check Form

**66** BOSTON, MASS.—Last year the Boston Teachers Union requested that teachers' pay checks carry a stub listing all deductions from the gross salary so that teachers might understand what deductions were being made.

In January such a stub became a reality. On it there are columns for such deductions as those for withholding tax, retirement, bonds, and hospitalization.

## Wisconsin Workshop Studies Problems Of State Taxation

Four workshops featured the last annual convention of the Wisconsin Federation of Teachers. Their work centered around practical problems of the schools and teachers of Wisconsin.

One of these workshops considered the problem of a sound taxing program to provide adequate state aid for the schools. The group went over the relative merits and weaknesses of sales taxes, property taxes, gross income taxes, and net income taxes. The members seemed to agree on state aid as an aid, but not as a basic means of support for local schools. The consensus was to oppose any effort to tie state aid to property tax limitation, the sales tax, or gross income tax. The group was overwhelmingly in favor of the reduction of property taxes through state aid to education based on a net income tax.

A resolution was finally prepared urging "the adoption of a state aid program based either upon a surtax on the present net income tax or upon an increase in the rates of the present net income tax law." The resolution stated that "the foundation of such a taxing program should be based upon the principles of ability to pay, efficiency and economy of collection, and spread of the tax base."

## New York Local Succeeds in Aiding Regular Substitutes

**2** NEW YORK, N.Y.—The New York local has been successful in its efforts to secure title, rights, and privileges of "regular substitutes" for substitutes assigned to full-term positions.

Although the state law provides for an annual salary and salary credit for such teachers, appeals for help were received by the union from substitutes who were being paid on a day-to-day basis while covering term vacancies. Union representatives brought the cases to the attention of administrative officers and received a sympathetic hearing. Adjustments have been approved by the school board's law committee and changes are now being made through regular school channels.

(Continued from page 2)

## Hemispheric Labor Federation Formed

**T**RADE union delegates from seventeen countries, representing 14,000,000 union members met in Lima, Peru, January 10-13, 1948 and voted unanimously to organize the Inter-American Confederation of Labor (CIAT). The AFL was represented by Philip Hannah, secretary of the Ohio Federation of Labor; James M. Duffy, president of the National Brotherhood of Operative Potters; Thomas J. Lloyd, Amalgamated Meat Cutters and Butcher Workmen of North America; and Serafino Romualdi of the International Ladies Garment Workers. Other United States representatives were Bert M. Jewell of the Railway Labor Executive Association, and Roy Brown, vice-president of the International Association of Machinists.

The purpose of the Conference was expressed forcefully by Philip Hannah, who spoke on behalf of the U.S. delegation at the official opening. He concluded by saying:

"We want a democratic inter-Americanism without imperialism. We want better living and working conditions for the workers—for all the workers—of the Western Hemisphere. We want the advancement of social justice and the protection of the rights of labor. We want to see our America, the New World, become the unconquerable bulwark of human rights, social progress, and true Christian civilization."

The Conference adopted a resolution calling for the organization of a new International Federation of Trade Unions to supplant the existing World Federation of Trade Unions, whose program is regarded as incompatible with democratic policies and principles.

Bernardo Ibanez of Chile was elected President. George Meany and Bert M. Jewell of the United States were among the vice-presidents chosen. Serafino Romualdi is secretary of Inter-American Relations.

## The American Family Budget

**T**HE BUREAU of Labor Statistics has released a report of a study of family budgets in 34 major cities. The budgets calculated range from \$3,004 in New Orleans to \$3,458 in Washington, D.C. as of June 1947. Needless to say, living costs have risen since then so that revised totals would be higher. The figures are based on living expenses of a family of four: the male head, his wife who does the cooking and housework, and two children, a boy and a girl of school age. The budget is intended to be sufficient to provide a standard of living that will assure family health, worker efficiency, nurture of children, and social participation by all members of the family.

A breakdown of the items will show that it is far from a luxury budget. Only six loaves of bread, 12 quarts of milk, 20 eggs, and about a pound and a half of butter are allowed per week. Two pounds of meat per person per week is possible if limited chiefly to hamburgers, frankfurters, and stews. A turkey can be included for Thanksgiving and Christmas.

Since about 65% of the total budget goes for food and rent, little remains for clothes, amusements, medical care, and incidentals. The husband may buy a new suit every two years and a new overcoat every seven years. The wife can have two house dresses a year but her coat must last four years. The children have to depend on hand-me-downs, to some extent, for a complete wardrobe.

House furnishings are limited to \$80 a year. Medical and dental care may not total more than \$180 a year.

The \$300 set aside for miscellaneous expenses provides for one newspaper a day and one book a year; a movie every three weeks; three outside phone calls a week, but no installed phone. The family may have three packages of cigarettes each week. Upkeep for an old jalopy is included; but not more than one tire a year and \$15 annually for repairs. Finally provision is made for income taxes and a small amount of life insurance; but none for savings.

It is surprising to note in the complete report that there is actually

very little difference between the cost of living in the North and in the South. It is less than \$2 a week cheaper to live in Birmingham, Alabama than in New York City.

Is the average American family rich enough to enjoy the necessities and comforts covered by the modest budget described above? Sad to state, no! The Federal Reserve Board reported that less than half of all city families had incomes last year of \$3000 or over. The factory workers in America averaged \$51 a week, or \$2,650 annually, in Dec. 1947. That is \$550 to \$950 below the "adequate" budget. Teachers should bear these facts in mind when they read of demands for wage increases and when they in turn seek just salary adjustments.

## Child Labor Laws Ignored

Children are still being exploited in industry on a wide scale, many being maimed in accidents on the job. That ominous account highlighted the annual report issued by the National Child Labor Committee. "While there are fewer child workers than the staggering number employed during war years, there are still more than twice as many as in the pre-war period," declared Mrs. Gertrude Folks Zimand, secretary of the committee.

"Trends of the past 12 months show continued violation of federal and state child labor laws, children killed or handicapped for life through industrial accidents, and severe budget cuts for federal child labor work."

Mrs. Zimand cited U. S. Census reports showing close to 2,000,000 employed children from 14 to 17 last year, 125% greater than the 872,000 in 1940. During the summer another 1,500,000 worked on seasonal jobs. As a result, school enrollment has dropped badly. High schools have almost a million fewer pupils than in 1940, Mrs. Zimand said.

Another dark spot in the record last year was the slashing by 56% of the appropriations for enforcing the child labor provisions of the Wage-Hour Act.

"Economizing" with a 56% cut at a time when twice as many children are employed as in 1940 and when violations and accidents are still high is the kind of economy that is costly in terms of damage to children," Mrs. Zimand maintained.



# STUDY REFRESHED HAVE A COCA-COLA



A black and white illustration of a young man with dark hair, wearing a light-colored shirt and a dark vest. He is sitting at a desk, leaning his head on his right hand which holds a pen. He is looking down at an open book on the desk. To his left is a large, ornate desk lamp with a glass chimney and a metal base. In front of him are several books, including a thick one with a dark cover. In his left hand, he holds a glass bottle of Coca-Cola. The bottle has the classic Coca-Cola script logo and 'REG. U.S. PAT. OFF.' printed on it. In the bottom right corner, there is a circular logo with the Coca-Cola script logo, 'REG. U.S. PAT. OFF.', and the word 'Coke' in a bold, sans-serif font, with 'REG. U.S. PAT. OFF.' printed below it.

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